



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION





Significant Disproportionality

New Regulations and Idaho

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Division of Federal Programs
Special Education – September 2017

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Significant Disproportionality

All children who require special education services should be appropriately identified and supported.

No child should be:

- inappropriately identified for special education services,
- separated from his or her peers, or
- disciplined more frequently or harshly simply because of their race/ethnicity.



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Significant Disproportionality

U.S. Department of Education finalized new regulations help ensure that the promise of IDEA is fulfilled without regard to race or ethnicity



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Significant Disproportionality

What is Idaho Doing now?

Minimum of 40 students with disabilities (SWD)

Three years of analysis

We have not had a case of significant disproportionality in the last five years



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Significant Disproportionality

Disproportionality

A higher rate of a specific racial/ethnic group

Receiving
special
education
and related
services

Being
identified for
a particular
disability

Being
placed in a
particular
educational
environment

Receiving
disciplinary
action(s)

As compared to peers of other races/ethnicities.

Significant Disproportionality

Disproportionality

A higher rate of a specific racial/ethnic group

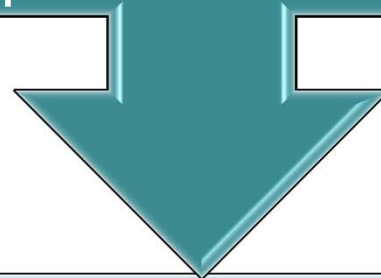
Receiving special
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Receiving disciplinary
action(s)

As compared to peers of other races/ethnicities.



**Idaho's Ratio
is 3**

Exceeds Allowable Amount



Significant Disproportionality

Significant Disproportionality

Example: Oceanside School District is Proportional



Hispanic SWD
10



SWD 100

Ratio = 1

Hispanic 100



Enrollment 1000



Significant Disproportionality

Example Bayside School District is Disproportional



Hispanic SWD
30



SWD 100

Hispanic 100



Enrollment 1000



**The ratio is 3
times higher**

Ratio = 1

Significant Disproportionality

Summary of New Federal Regulations

- (1) Establish a standard methodology between states**
- (2) Clarify that States must address significant disproportionality in disciplinary actions
- (3) Clarify requirements for the review and revision of policies, practices, and procedures when significant disproportionality is found; and
- (4) Require that LEAs identify and address the factors contributing to significant disproportionality as a part of Comprehensive Coordinated Early Intervening Services (CCEIS)

Significant Disproportionality

Timeline



- Fall 2017
 - Provide information to stakeholders
 - Define Standard Methodology and Areas of Flexibility
- Winter 2017
 - Examine processes and tools
 - Review of policies, practices, and procedures
- **July 1, 2018 States must be in compliance**
- **SY 2018-19** - Make determinations using new methods
- 2020 Include ages 3-5 into identification calculations

Significant Disproportionality

Standard Methodology

Risk Ratio compares,

District SWD to District Enrollment

For those that do not meet the minimum number of enrolled students required for calculation:

Alternate Risk Ratio compares,

District SWD to State Enrollment

Significant Disproportionality

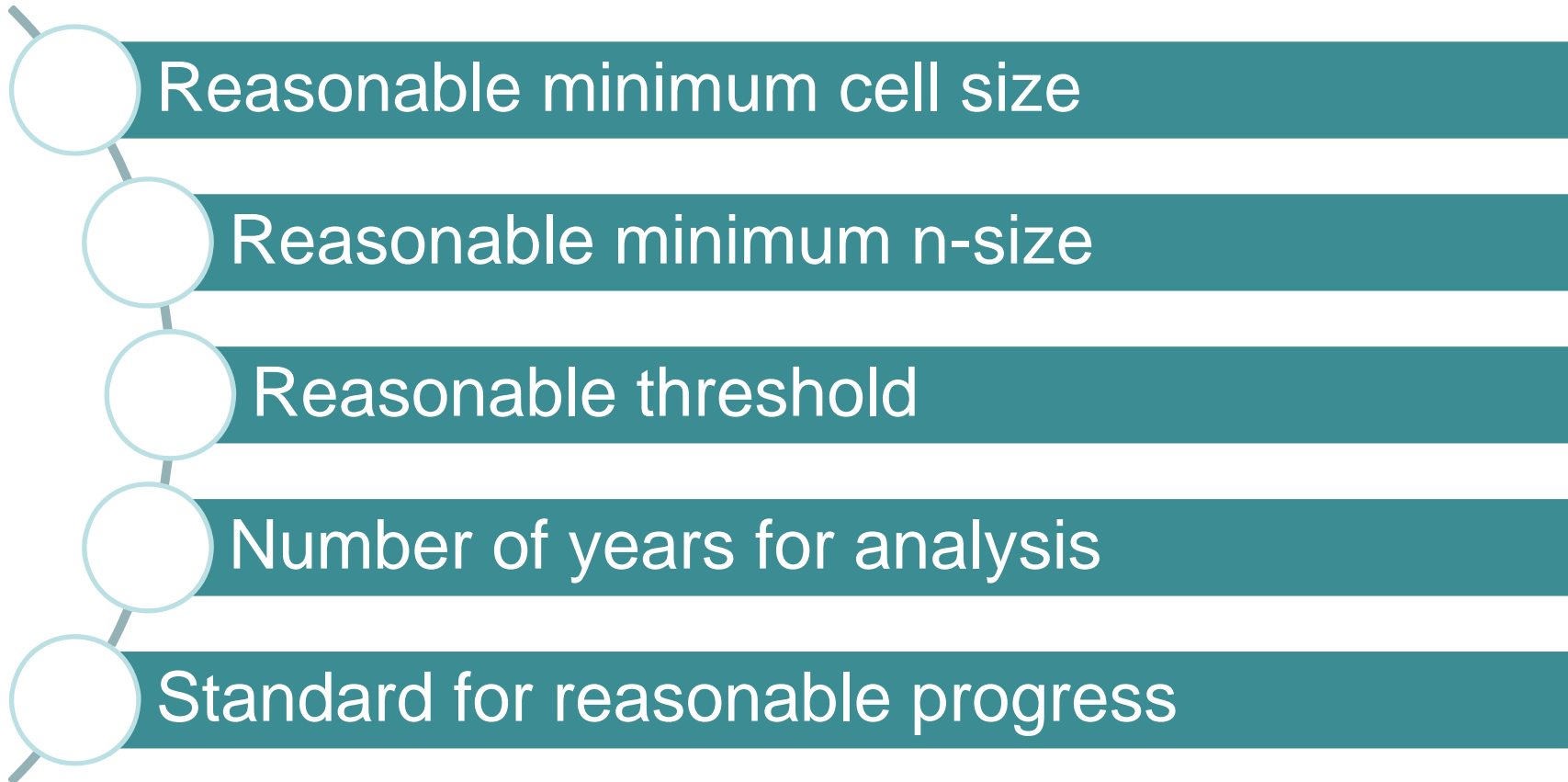
Areas of Flexibility – Stakeholder input needed

your
input is
needed!



Significant Disproportionality

Areas of Flexibility – Stakeholder input needed



Significant Disproportionality

Areas of Flexibility – Stakeholder input needed

10 Reasonable minimum cell size (10 or less)

How many students with disabilities of a particular race/ethnicity are required to accurately identify a district/charter as having Significant Disproportionality?



Significant Disproportionality

Areas of Flexibility – Stakeholder input needed

30 Reasonable minimum n-size (30 or less)

How many students are required to compare against to accurately identify a district/charter as having Significant Disproportionality?



Significant Disproportionality

Areas of Flexibility – Stakeholder input needed

3 Reasonable Threshold

How much is too much?

1 = Perfect equality

2 = Twice as likely

3 = Three times as likely



Significant Disproportionality

Areas of Flexibility – Stakeholder input needed

3 Number of Years for Analysis



Significant Disproportionality

Areas of Flexibility – Stakeholder input needed

?

Standard for reasonable progress

Is this an area of interest for Idaho?



YES



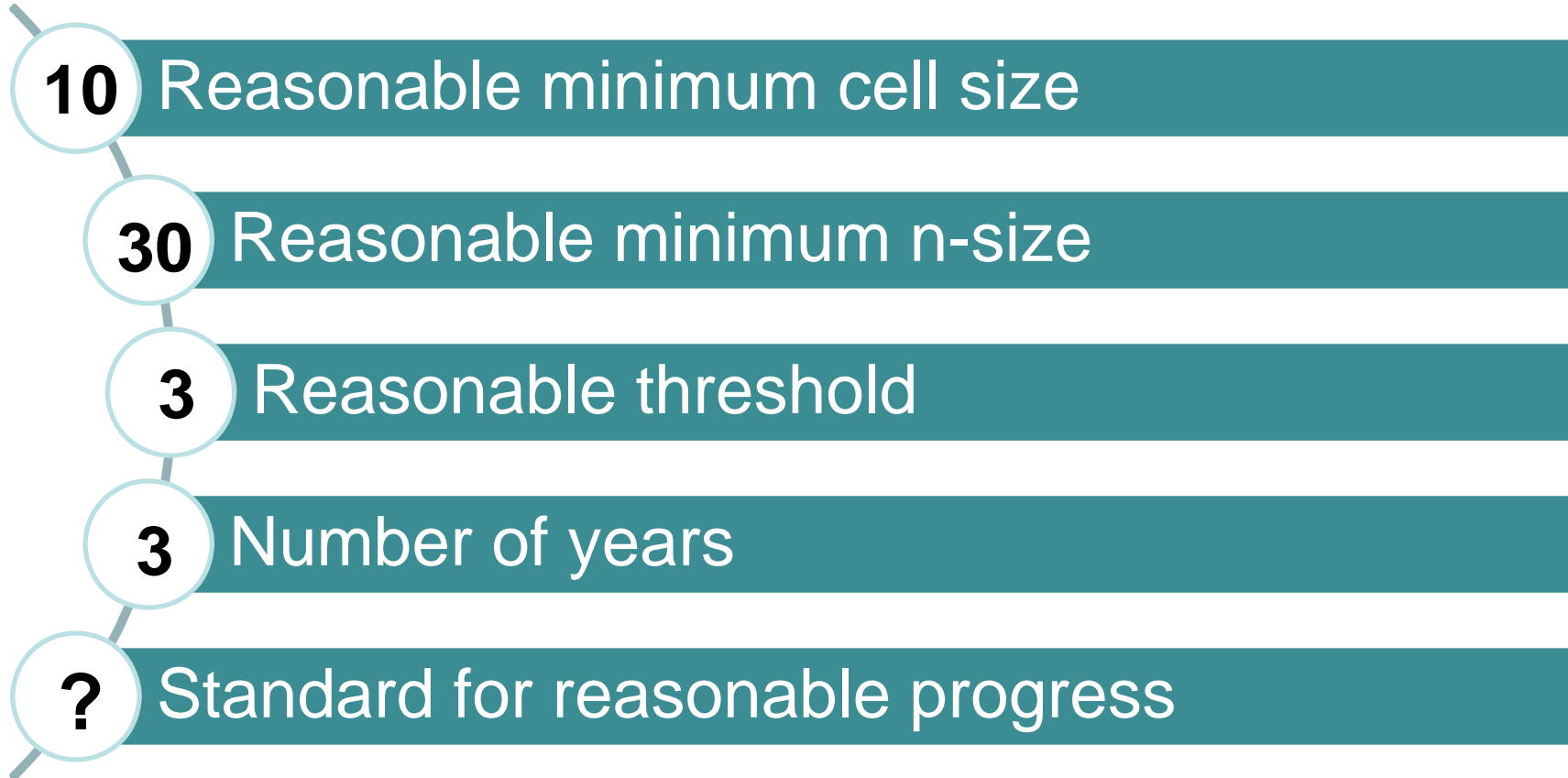
NO



MAYBE

Significant Disproportionality

SDE Recommendations



Significant Disproportionality

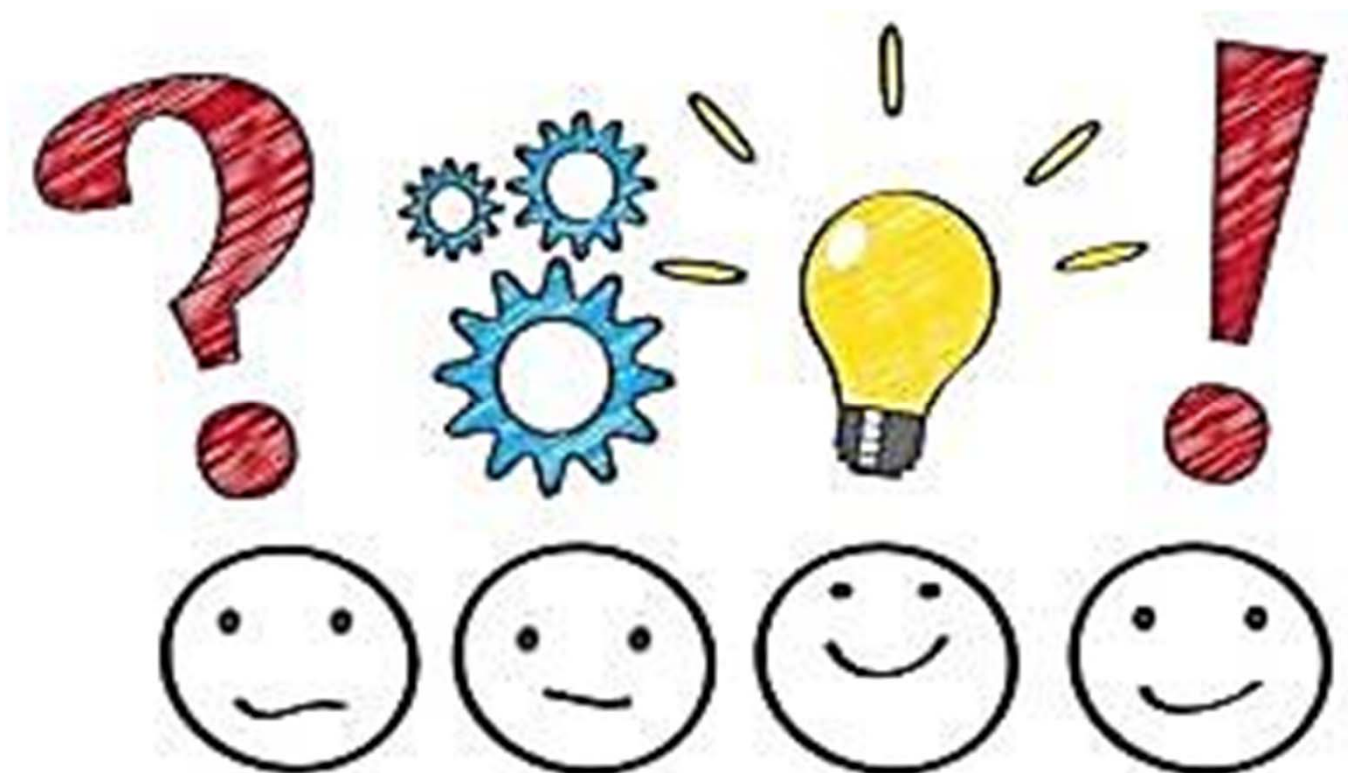
Timeline



- Winter 2017
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- 2020 Include ages 3-5 into identification calculations

Significant Disproportionality

Questions



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